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ABSTRACT

This document is a statement of the basic music skills that Kentucky students should develop. This skills list does not replace any locally developed curriculum. It is intended as a guide for local school districts in Kentucky in their development of a detailed K-12 curriculum. The skills presented are considered basic to a sound education program for all students. The goal of elementary and middle school education in the four arts disciplines of music, dance, drama, and visual arts, is the development of basic understanding and skills by every student. The goal of secondary education in the arts is the continuation of a sequential curriculum for those students who study the arts. The basic skills in music were developed in six main categories: (1) listening; (2) singing; (3) moving; (4) playing instruments; (5) reading; and (6) creating music. Under each of these categories, the individual skills were written with student capabilities or developmental level, and student activities or classroom continuum, as the organizing elements. The skills generally are stated in general terms so that the teacher may use any appropriate methodology or materials that best serve the needs or situation. The final goal is to develop an understanding of music. The conceptual structure of music is outlined under rhythmic organization (including beat, accent groupings, and pattern); melodic organization (tonal movement or melodic contour and tonal organization or scales); harmonic organization; formal organization; expressive organization; and stylistic organization. Basic skills are charted by grade level from kindergarten to grade 8. (DK)

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FOREWORD

The arts disciplines of visual arts, music, drama and dance are basic to a complete education. In 1985 the Kentucky State Board of Education approved Arts Education Essential Skills which were published in conjunction with the Kentucky Plan for Comprehensive Arts in Education and sent to all Kentucky school districts. This document is a revision of those music skills.

The goal of elementary and middle school education in the four arts disciplines is the development of basic understanding and skills by every student. The goal of secondary education in the arts is the continuation of a sequential curriculum for those students who study the arts. All districts are encouraged to adopt these skills as a minimum scope and sequence in order to ensure that every student receives a basic sequential education in the arts.

This skills list does not replace any locally developed curriculum. It is intended as a guide for local school districts in their development of a detailed K-12 curriculum. The skills presented are considered basic to a sound educational program for all students. Some adaptations may be considered for students with special needs.

If you have any questions about these skills or any other matter related to arts education, please contact the Division of Curriculum and Staff Development, Unit for Arts and Humanities, Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601 - (502) 564-2106.

ACKNOWLEDGEMENTS

The Kentucky Department of Education gratefully acknowledges the time and expertise given by the individuals who developed the Basic Skills in Music and its subsequent revisions.

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BASIC SKILLS IN MUSIC

INTRODUCTION

Music is everywhere. We hear it at home, in shopping malls, at athletic events and in the concert hall. It challenges and expands our ability to use our senses. Music provides emotional release and enables us to better understand our humanity. It is one of the most pervasive aesthetic experiences in today's world.

The Basic Skills in Music were developed with six main categories in mind: Listening, Singing, Moving, Playing Instruments, Reading and Creating Music. Under each of these categories, the individual skills were written with Student Capabilities - the Developmental Level - and Student Activities - the Classroom Continuum - as the organizing elements.

For the most part, the skills have been stated in general terms so that the teacher may use any appropriate methodology or materials that best serve his or her needs and particular situation. The specific examples given - hand signals, rhythm symbols, etc. - are presented as models and are meant to describe outcomes, instead of methodologies.

It should be emphasized, however, that skills are merely a means to an end. The final goal is to develop an understanding of the structure of music.

THE CONCEPTUAL STRUCTURE OF MUSIC

I. RHYTHMIC ORGANIZATION - Rhythm is an expressive pattern of accent, duration and pause (pattern) controlled by an underlying pulse (beat).

A. Beat - the steady, continuous pulse that underlies music.

B. Accent Groupings - the sequential order of heavy and light beats (meter).

1. Accent groupings of twos - heavy, light.
2. Accent grouping of threes - heavy, light, light.
3. Combination of 1 and 2.
4. Variations of 1 and 2 - light, heavy.

C. Pattern - duration combinations making up the rhythm of the melody.

1. Even/uneven, i.e. ♩ ♩ or ♩ ♪ ♩ ♪
2. Long/short, longer/shorter.
3. Durational relationships of 1:1, 2:1, 3:1.

II. MELODIC ORGANIZATION - Melody is a logical succession of pitches rhythmically controlled.

A. Tonal movement - melodic contour.

1. Up/down/same.
2. Step/skip/repeated notes, forming patterns.

B. Tonal organization - scales.

1. Major.
2. Minor.
3. Pentatonic.
4. Modal - dorian, phrygian, lydian, etc.
5. Whole tone, tone row, and other compositional organizations.

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BASIC SKILLS IN MUSIC (cont.)

III. HARMONIC ORGANIZATION - The use of multiple sounds

A. Restful/unrestful combinations - harmony involves sounds which cause tension and release

B. Texture - methods of achieving harmony

1. Homophony - melody plus chords
2. Polyphony - melody plus melody(ies), i.e. rounds, canons, descants, etc.
3. Combinations of 1 and 2

IV. FORMAL ORGANIZATION - form is the organization of rhythm, melody and harmony into a musical whole

A. Motive - the smallest meaningful musical segment.
B. Phrase - a more or less complete musical thought.
C. Repetition/contrast - providing unity and variety within a musical composition

V. EXPRESSIVE ORGANIZATION - Expression involves making music effective

A. Rhythm, melody, harmony, form - the effective use of these elements in the musical whole
B. Tempo
C. Dynamics
D. Tone Color

VI. STYLISTIC ORGANIZATION - style is the unique organization of the elements of rhythm, melody, harmony, form and expression

A. Individual style techniques of composers
B. Historic style
C. Cultural style
D. Genre
E. Performance Style

BASIC SKILLS IN MUSIC

LISTENING	K	1	2	3	4	5	6	7	8
A. DEVELOPMENTAL LEVEL The student is capable of:	Describing by verbal or non-verbal means simple music concepts (e.g. high/low, loud/soft, same/different, fast/slow, long/short, etc.).		Describing with increased verbalization and discrimination, music concepts (e.g. mood, tone color, tonality, etc.)		Continuing to demonstrate an understanding of music concepts with emphasis on visual and auditory discrimination of voices and instruments	Demonstrating an increased understanding of more complex structural organization of music concepts (e.g. repetition/contrast, larger forms, effective use of tone color, etc.)		Beginning to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.)	Continuing to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.)
B. CLASSROOM CONTINUUM The student will:	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.								
C. CONCEPTS	Analysis of listening materials involves the exploration and understanding of all musical concepts.								

BASIC SKILLS IN MUSIC

<table>
<tr><th>SINGING</th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><td>A.
DEVELOPMENTAL LEVEL

The student is capable of:</td><td>Matching pitches in an appropriate range with group (c' - a')

Becoming acquainted with appropriate vocal quality</td><td>Singing back patterns (echo singing) in an appropriate range with group.</td><td>Singing within an extended vocal range (c' - c")

Independently singing back patterns (echo singing) in an appropriate vocal range.</td><td>Singing with increased emphasis on phrasing, breathing, etc.

Developing skills in independent singing</td><td>Singing within full range of child (b' - f").</td><td colspan="2">Singing within an appropriate vocal range with increased emphasis on musical expression.</td><td colspan="2" rowspan="2">Developing increasing technical skills in performing vocal music. (Note: Attention should be given to changing voices.)

Developing performance skills such as posture, tone production, intonation, breath support, and articulation.</td></tr>
<tr><td></td><td></td><td>(Note: Attention should be given to those students exhibiting voice changes.)</td></tr>
<tr><td>B
CLASSROOM CONTINUUM

The student will:</td><td colspan="5">Sing a variety of songs in an appropriate range.</td><td colspan="3">Sing a variety of styles and types of literature in an appropriate range.</td></tr>
<tr><td></td><td colspan="2"></td><td>Experience singing in a simple harmonic setting through activities such as simple ostinati or harmonized endings with another vocal and/or instrumental part.</td><td>Sing simple partner songs, ostinati, chants, drones, etc., with another vocal and/or instrumental part.</td><td>Begin emphasis on two-part singing.</td><td>Continue emphasis on two-part singing.</td><td>Begin simple three-part singing.</td><td colspan="2">Continue part singing of increasing difficulty.</td></tr>
<tr><td>C.
CONCEPTS</td><td colspan="2" rowspan="4">Melody (direction, high/low etc.)</td><td>Melody (up/down/same, step/skip/same, etc.)</td><td colspan="5">Melody (up/down/same, step/skip/same, tonal organization, etc.)</td></tr>
<tr><td colspan="6">Harmony (multiple sounds, texture)</td></tr>
<tr><td></td><td colspan="5">Expressive organization (tempo, dynamics, phrasing, etc.)</td></tr>
<tr><td></td><td colspan="4"></td><td colspan="2">Style</td></tr>
</table>

BASIC SKILLS IN MUSIC

<table>
<tr><th>MOVING</th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><td rowspan="2">A.
DEVELOPMENTAL LEVEL

The student is capable of:</td><td colspan="2">Imitating melodic movement with body and/or hand levels.</td><td colspan="2">Independently demonstrating melodic movement with body and/or hand levels. (May use Kodaly hand signals)</td><td colspan="5">Continuing the use of movement for visual reinforcement of melodic line. (May use Kodaly hand signals)</td></tr>
<tr><td colspan="3">Moving to music with appropriate fundamental movements (e.g. walking, marching, running, skipping, hopping, swaying, galloping)</td><td colspan="2">Moving in response to music in patterned forms.</td><td>Moving with increased ability in patterned forms to music. (May use folk forms)</td><td colspan="3">Continuing to move in patterned forms to music (e.g. body movement, conducting, etc)</td></tr>
<tr><td rowspan="2">B.
CLASSROOM CONTINUUM

The student will:</td><td colspan="4">Create appropriate movement to music.</td><td colspan="2">Organize movement into patterns reflecting conceptual organization of music.</td><td colspan="3">Organize movement into patterns of increasing complexity reflecting conceptual organization of music.</td></tr>
<tr><td colspan="2">Utilize movement to accompany songs (e.g. body movement, finger play, hand levels, singing games, etc)</td><td colspan="2">Utilize more complex movement to accompany songs (e.g. complementary patterns within the classroom)</td><td></td><td colspan="4">Utilize contemporary, traditional, and folk steps and movement.</td></tr>
<tr><td rowspan="4">C.
CONCEPTS</td><td colspan="2" rowspan="2">Melody (up/down/same, step/skip/same, high/low, etc)</td><td colspan="7">Melody (up/down/same, step/skip/same, high/low, tonal organization, etc)</td></tr>
<tr><td></td><td colspan="6">Rhythm (beat, accent groups, pattern, etc)</td></tr>
<tr><td></td><td colspan="2" rowspan="2">Rhythm (beat, pattern, etc)</td><td colspan="3">Harmony (texture)</td><td colspan="2">Harmony (multiple sounds, texture)</td></tr>
<tr><td></td><td colspan="4">Form
Style</td></tr>
</table>

BASIC SKILLS IN MUSIC

<table>
<tr><th>PLAYING</th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><td>A.
DEVELOPMENTAL LEVEL

The student is capable of:</td><td rowspan="2">Producing body sounds and using simple rhythm instruments</td><td rowspan="2">Continuing to produce body sounds and the use of simple rhythm instruments

Experimenting with melody instruments</td><td colspan="3">Continuing to produce body sounds and using simple rhythm instruments with increasing sophistication</td><td colspan="3">Experiencing additional rhythm instruments (e g bongos, conga, drum, maracas,etc)</td><td colspan="2">Experiencing with increased skill a wide variety of rhythm instruments</td></tr>
<tr><td colspan="2">Continuing to use melody instruments with increasing sophistication</td><td>Experiencing melody and harmony instruments (e g autoharp, melody bells, keyboard, etc)</td><td>Experiencing more sophisticated melody instruments (e g flutophone/ recorder, keyboard, etc)</td><td colspan="3">Experiencing with increased skill a variety of instruments (may include folk instruments such as dulcimer, ukulele, etc).</td><td colspan="2">Experiencing with increased skill, a wide variety of melodic and harmonic instruments. (May include guitar.)</td></tr>
<tr><td>B.
CLASSROOM CONTINUUM

The student will:</td><td>Imitate simple rhythmic patterns</td><td>Imitate simple rhythmic and melodic patterns

Play simple rhythmic accompaniments</td><td colspan="3">Imitate and/or play from notation simple rhythmic and melodic patterns.</td><td colspan="3">Independently perform simple melodies and melodic and chordal accompaniments.</td><td colspan="2">Demonstrate, with increased proficiency, the independent performance of melody and harmony.</td></tr>
<tr><td></td><td colspan="2">Perform simple harmonic patterns such as ostinati and drones</td><td colspan="4">Independently perform more complex melodic, harmonic, and rhythmic patterns and phrases</td><td colspan="2"></td></tr>
<tr><td>C.
CONCEPTS</td><td colspan="3">Rhythm (beat, pattern, etc)</td><td colspan="7">Rhythm (beat, accent groups, pattern, etc)</td></tr>
<tr><td rowspan="3"></td><td rowspan="2"></td><td colspan="2">Melody (up/down/same, step/skip/same, etc)</td><td colspan="7">Melody (up/down/same, step/skip/same, tonal organization, etc)</td></tr>
<tr><td rowspan="2"></td><td colspan="8">Harmony (multiple sounds, texture)</td></tr>
<tr><td colspan="3"></td><td colspan="6">Style</td></tr>
</table>

BASIC SKILLS IN MUSIC

<table>
<tr><th>READING</th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><td>A.
DEVELOPEMTNAL LEVEL

The student is capable of:</td><td>Imitating the representation of melodic and rhythmic sounds through movement(e.g. hand levels, body movement, etc.)</td><td>Extending representation of melodic and rhythmic sounds with devised notation (e.g. lines, shape, colors)</td><td>Beginning to read simplified standard notation (e.g. rhythm through numbers or Kodaly rhythm syllables, melody through either syllables or scale numbers, etc.)</td><td>Continuing the final transition to reading standard notation both vocally and instrumentally</td><td colspan="3">Continuing to develop independence in reading patterns of increasing complexity.

Giving attention to additional music symbols (e.g. dynamics, fermati, repeats, etc.)</td><td colspan="2">Continuing to develop independence in reading patterns of increasing complexity, including an understanding of bass clef.</td></tr>
<tr><td>B.
CLASSROOM CONTINUUM

The student will:</td><td>Imitate teacher's hand levels and rhythms</td><td>Read, with devised notation, simple familiar songs</td><td>With standard notation, read short melodic and rhythmic patterns taken from familiar songs.</td><td>Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.).</td><td colspan="3">Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.) in unison and/or harmonic settings.</td><td colspan="2">Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns to include the bass clef.</td></tr>
<tr><td rowspan="4">C.
CONCEPTS</td><td rowspan="2">Melody (up/down/same, step/skip/same, high/low, etc.)</td><td colspan="8">Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.)</td></tr>
<tr><td colspan="8">Harmony (multiple sounds, texture)</td></tr>
<tr><td colspan="2">Rhythm (beat, pattern)</td><td colspan="7">Rhythm (beat, accent groups, pattern, etc.)</td></tr>
<tr><td colspan="3"></td><td colspan="6">Expression</td></tr>
</table>

BASIC SKILLS IN MUSIC

<table>
<tr><th>CREATING</th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><td>A.
DEVELOPMENTAL LEVEL

The student is capable of:</td><td colspan="9">Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple, then, in increasingly complex and appropriate forms.</td></tr>
<tr><td rowspan="3">B.
CLASSROOM CONTINUUM

The student will:</td><td rowspan="2">Dramatize and use appropriate spontaneous body movements to music.</td><td rowspan="2">Improvise simple melodies and/or rhythms, and/or texts.</td><td colspan="3">Create and notate melodies using existing reading skills.</td><td colspan="4">Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.).</td></tr>
<tr><td colspan="7">Improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns.</td></tr>
<tr><td colspan="3">Explore environmental and body sounds</td><td colspan="3">Explore environmental and body sounds using devised notation.</td><td></td><td>Explore electronic sounds when resources are available.</td></tr>
<tr><td>C.
CONCEPTS</td><td colspan="9">A <u>Synthesis</u> of all the musical concepts is involved in the process of creating music.</td></tr>
</table>

Summary of Music Basic Skills by Grade Level

KINDERGARTEN	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
LISTENING	Describing by verbal or non-verbal means simple music concepts (e.g. high/low, loud,/soft, same/different, fast/slow, long/short, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts.
SINGING	Matching pitches in an appropriate range with group (c' - a') Becoming acquainted with appropriate vocal quality.	Sing a variety of songs in an appropriate range.	Melody (direction, high/low etc.)
MOVING	Imitating melodic movement with body and/or hand levels.	Create appropriate movement to music. Utilize movement to accompany songs (e.g. body movement, finger play, hand levels, singing games, etc.)	Melody (up/down/same, step/skip/same, high/low, etc.)
PLAYING	Producing body sounds and using simple rhythm instruments.	Imitate simple rhythmic patterns.	Rhythm (beat, pattern, etc.)
READING	Imitating the representation of melodic and rhythmic sounds through movement (e.g. hand levels, body movement, etc.).	Imitate teacher's hand levels and rhythms.	Melody (up/down/same, step/skip/same, high/low, etc.) Rhythm (beat, pattern)
CREATING	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.	Dramatize and use appropriate spontaneous body movements to music. Explore environmental and body sounds.	A Synthesis of all the musical concepts is involved in the process of creating.

GRADE 1	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
LISTENING	Describing by verbal or non-verbal means simple music concepts (e.g high/low, loud/soft, same/different, fast/slow, long/short, etc.)	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally	Analysis of listening materials involves the exploration and understanding of all musical concepts
SINGING	Singing back patterns (echo singing) in an appropriate range with group	Sing a variety of songs in an appropriate range.	Melody (direction high/low etc.)
MOVING	Imitating melodic movement with body and/or hand levels Moving to music with appropriate fundamental movements (e.g. walking, marching, running, skipping, hopping, swaying, galloping)	Create appropriate movement to music Utilize movement to accompany songs (e.g. body movement, finger play, hand levels, singing games, etc.)	Melody (up/down/same, step/skip/same, high/low, etc.)
PLAYING	Continuing to produce body sounds and the use of simple rhythm instruments Experimenting with melody instruments	Imitate simple rhythmic patterns Play simple rhythmic accompaniments.	Rhythm (beat, pattern, etc.) Melody (up/down/same, step/skip/same, etc.)
READING	Extending representation of melodic and rhythmic sounds with devised notation (e.g. lines, shape, colors)	Read with devised notation, simple familiar songs.	Melody (up/down/same, step/skip/same, high/low, etc.) Rhythm (beat, pattern)
CREATING	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Improvise simple melodies and/or rhythms, and/or texts Explore environmental and body sounds	A Synthesis of all the musical concepts is involved in the process of creating

GRADE 2	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
LISTENING	Describing with increased verbalization and discrimination, music concepts (e.g. mood, tone color, tonality, etc.)	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts.
SINGING	Singing within an extended vocal range (c' - c"). Independently singing back patterns (echo singing) in an appropriate vocal range	Sing a variety of songs in an appropriate range. Experience singing in a simple harmonic setting through activities such as simple ostinati or harmonized endings with another vocal and/or instrumental part.	Melody (direction, high/low etc.) Harmony (multiple sounds, texture)
MOVING	Independently demonstrating melodic movement with body and/or hand levels. (May use Kodaly hand signals.) Moving to music with appropriate fundamental movements (e.g. walking, marching, running, skipping, hopping, swaying, galloping)	Create appropriate movement to music. Utilize more complex movement to accompany songs (e.g. complementary patterns within the classroom)	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Rhythm (beat, pattern, etc.)
PLAYING	Continuing to produce body sounds and using simple rhythm instruments. Continuing to use melody instruments with increasing sophistication.	Imitate and/or play from notation simple rhythmic and melodic patterns. Perform simple harmonic patterns such as ostinati and drones.	Rhythm (beat, pattern, etc.) Melody (up/down/same, step/skip/same, etc.)
READING	Beginning to read simplified standard notation (e.g. rhythm through numbers or Kodaly rhythm syllables, melody through either syllables or scale numbers, etc.).	With standard notation, read short melodic and rhythmic patterns taken from familiar songs.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Rhythm (beat, pattern)
CREATING	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.	Improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns. Explore environmental and body sounds.	A Synthesis of all the musical concepts is involved in the process of creating.

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GRADE 3	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
LISTENING	Describing with increased verbalization and discrimination, music concepts (e.g. mood, tone color, tonality, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts.
SINGING	Singing with increased emphasis on phrasing, breathing, etc. Developing skills in independent singing.	Sing a variety of songs in an appropriate range. Experience singing in a simple harmonic setting through activities such as simple ostinati or harmonized endings with another vocal and/or instrumental part.	Melody (direction, high/low etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing, etc.)
MOVING	Independently demonstrating melodic movement with body and/or hand levels. (May use Kodaly hand signals.) Moving in response to music in patterned forms.	Create appropriate movement to music. Utilize more complex movement to accompany songs (e.g. complementary patterns within the classroom).	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Rhythm (beat, accent groups, pattern, etc.) Harmony (texture)
PLAYING	Continuing to produce body sounds and using simple rhythm instruments with increasing sophistication. Experiencing melody and harmony instruments (e.g. autoharp, melody bells, keyboard, etc.)	Imitate and/or play from notation simple rhythmic and melodic patterns. Independently perform more complex melodic, harmonic and rhythmic patterns and phrases.	Rhythm (beat, accent groups, pattern, etc.) Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture)

GRADE 3 (cont.)	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
READING	Continuing the final transition to reading standard notation both vocally and instrumentally.	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.).	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Harmony (multiple sounds, texture) Rhythm (beat, accent, groups, pattern, etc.) Expression
CREATING	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.	Create and notate melodies using existing reading skills. Explore environmental and body sounds using devised notation. Improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns.	A Synthesis of all the musical concepts is involved in the process of creating music.

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GRADE 4	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
LISTENING	Continuing to demonstrate an understanding of music concepts with emphasis on visual and auditory discrimination of voices and instruments.	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts.
SINGING	Singing within full range of child (b^b - f").	Sing a variety of songs in an appropriate range. Begin emphasis on two-part singing	Melody (up/down/same step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing,etc.)
MOVING	Continuing the use of movement for visual reinforcement of melodic line. (May use Kodaly hand signals.) Moving in response to music in patterned forms.	Organize movement into patterns reflecting conceptual organization of music. Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same step/skip/same, high/low, tonal organization, etc.) Rhythm (beat, accent groups, pattern, etc.) Harmony (texture)
PLAYING	Experiencing additional rhythm instruments (e.g. bongos, conga drum, maracas, etc.). Experiencing more sophisticated melody instruments (e.g. flutophone/recorder, keyboard, etc.)	Independently perform more complex melodic, harmonic and rhythmic patterns and phrases.	Rhythm (beat, accent groups, pattern, etc.) Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture)

GRADE 4 (cont.)	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
READING	Continuing to develop independence in reading patterns of increasing complexity Giving attention to additional music symbols (e.g. dynamics, fermati, repeats, etc.)	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outlines, short phrases, ostinati, etc.) in unison and/or harmonic settings	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Harmony (multiple sounds, texture) Rhythm (beat, accent groups, pattern, etc.) Expression
CREATING	Creativity which involves a re-working, a re-creation, of materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Create and notate melodies using existing reading skills Explore environmental and body sounds using devised notation Improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns	A Synthesis of all the musical concepts is involved in the process of creating music

GRADE 5	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
LISTENING	Demonstrating an increased understanding of more complex structural organization of music concepts (e.g. repetition/contrast, larger forms, effective use of tone color, etc.).	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts.
SINGING	Singing within an appropriate vocal range with increased emphasis on musical expression. (Note: Attention should be given to those students exhibiting voice changes.)	Continue emphasis on two-part singing.	Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing, etc.) Style
MOVING	Continuing the use of movement for visual reinforcement of melodic line (May use Kodaly hand signals.) Moving with increased ability in patterned forms to music. (May use folk forms.)	Organize movement into patterns reflecting conceptual organization of music. Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Rhythm (beat, accent groups, pattern, etc.) Harmony (texture) Form Style
PLAYING	Experiencing additional rhythm instruments (e.g. bongos, conga drum, maracas, etc.). Experiencing with increased skill a variety of instruments (may include folk instruments such as dulcimer, ukulele, etc.).	Independently perform simple melodies and melodic and chordal accompaniments.	Rhythm (beat, accent groups, pattern, etc.) Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Harmony (multiple sounds, texture) Style

GRADE 5 (cont.)	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
READING	Continuing to develop independence in reading patterns of increasing complexity. Giving attention to additional music symbols (e.g. dynamics, fermati, repeats, etc.)	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.) in unison and/or harmonic settings.	Melody (up/down/same, step/skip/same, high/low, tonal, organization, etc.) Harmony (multiple sounds, texture) Rhythm (beat, accent groups, pattern, etc.) Expression
CREATING	Creativity which involves a re-working, re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.) Explore environmental and body sounds using devised notation. Comtinue to improvise melodies and ostinati using the pentatonic scale and create rhythmic patterns.	A Synthesis of all the musical concepts is involved in the process of creating music.

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GRADE 6	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
LISTENING	Demonstrating an increased understanding of more complex structural organization of music concepts (e.g. repetition/contrast, larger forms, effective use of tone color, etc.)	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of music understanding and describe the conceptual content either verbally or non-verbally	Analysis of listening materials involves the exploration and understanding of all music concepts
SINGING	Singing within an appropriate vocal range with increased emphasis on musical expression. (Note: Attention should be given to those students exhibiting voice changes.)	Sing a variety of styles and types of literature in an appropriate range. Begin simple three-part singing.	Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing, etc.) Form Style
MOVING	Continuing the use of movement for visual reinforcement of melodic line. (May use Kodaly hand signals.) Continuing to move in patterned forms to music (e.g. body movement, conducting, etc.)	Organize movement into patterns of increasing complexity reflecting conceptual organization of music. Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing, etc.) Form Style

GRADE 6 (cont.)	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
PLAYING	Experiencing with increased skill a variety of instruments (may include folk instruments such as dulcimer, ukulele, etc.)	Independently perform simple melodies and melodic and chordal accompaniments.	Rhythm (beat, accent groups, pattern, etc.) Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Style
READING	Continuing to develop independence in reading patterns of increasing complexity. Giving attention to additional music symbols (e.g. dynamics, fermati, repeats, etc.)	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns (e.g. sequence, chord outline, short phrases, ostinati, etc.) in unison and/or harmonic settings.	Melody (up/down/same step/skip/same, high/low, tonal organization, etc.) Harmony (multiple sounds, texture) Rhythm (beat, accent groups, pattern, etc.) Expression
CREATING	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms.	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.) Improvise melodies and ostinati and create rhythmic patterns.	A Synthesis of all the music concepts is involved in the process of creating music.

GRADE 7	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
LISTENING	Beginning to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.)	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally.	Analysis of listening materials involves the exploration and understanding of all musical concepts
SINGING	Developing increasing technical skills in performing vocal music. (Note: Attention should be given to changing voices.) Developing performance skills such as posture, tone production, intonation, breath support, and articulation.	Sing a variety of styles and types of literature in an appropriate range. Continue part singing of increasing difficulty.	Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing, etc.) Style
MOVING	Continuing the use of movement for visual reinforcement of melodic line. (May use Kodaly hand signals) Continuing to move in patterned forms to music (e.g. body movement, conducting, etc.)	Organize movement into patterns of increasing complexity reflecting conceptual organization of music. Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same, step/skip/same, tonal organization, etc.) Rhythm (beat, accent groups, pattern, etc.) Harmony (multiple sounds, texture) Form Style
PLAYING	Experiencing with increased skill a wide variety of rhythm instruments. Experiencing with increased skill, a wide variety of melodic and harmonic instruments. (May include guitar.)	Demonstrate, with increased proficiency, the independent performance of melody and harmony.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Rhythm (beat, accent gorups, pattern, etc.) Harmony (multiple sounds, texture) Form Style

GRADE 7 (cont.)	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
READING	Continuing to develop independence in reading patterns of increasing complexity, including an understanding of bass clef.	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns to include the bass clef.	Melody (up/down/same, step/skip/same, high/low, tonal organization, etc.) Harmony (multiple sounds, texture) Rhythm (beat, accent groups, pattern, etc.) Expression
CREATING	Creativity which involves a re-working, a re-creation, of the materials (concepts) of music. Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Continue to create and notate melodies incorporating musical concepts as learned (e.g. tonality, texture, form, harmony, expressive elements, etc.). Explore electronic sounds when resources are available Improvise melodies and ostinati and create rhythmic patterns	A Synthesis of all the musical concepts is involved in the process of creating music

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GRADE 8	Developmental Level	Classroom Continuum	Concepts
	The student is capable of:	The student will:	
LISTENING	Continuing to develop an increased understanding of the diversity of styles (e.g. historical periods, composers, performers, opera, folk, symphony, jazz, cultural differences, etc.)	Listen to musical examples, either recorded or live, appropriate in length, complexity of organization, and media to his/her level of musical understanding and describe the conceptual content either verbally or non-verbally	Analysis of listening materials involves the exploration and understanding of all musical concepts
SINGING	Developing increasing technical skills in performing vocal music. (Note: Attention should be given to changing voices.)	Sing a variety of styles and types of literature in an appropriate range. Continue part singing of increasing difficulty.	Melody (up/down/same, step/skip/same, tonal organization, etc.) Harmony (multiple sounds, texture) Expressive organization (tempo, dynamics, phrasing, etc. Style
MOVING	Continuing the use of movement for visual reinforcement of melodic line. (May use Kodaly hand signals.)	Organize movement into patterns of increasing complexity reflecting conceptual organization of music. Utilize contemporary, traditional and folk steps and movement.	Melody (up/down/same, step/skip/same, tonal organization, etc.) Rhythm (beat, accent groups, pattern, etc.) Harmony (multiple sounds, textures) Harmony (multiple sounds, texture) Form Style

GRADE 8 (cont.)	Developmental Level The student is capable of:	Classroom Continuum The student will:	Concepts
PLAYING	Experiencing with increased skill a wide variety of rhythm instruments Experiencing with increased skill, a wide variety of melodic instruments	Demonstrate, with increased proficiency , the independent performance of melody and harmony	Rhythm (beat, accent groups, pattern, etc) Melody (up/down/same, step/skip/same, tonal organization, etc) Harmony (multiple sounds, texture) Style
READING	Continuing to develop independence in reading patterns of increasing complexity, including an understanding of bass clef	Read, vocally and instrumentally, increasingly complex melodic and rhythmic patterns to include the bass clef	Melody (up/down/same, step/skip/same, tonal organization, etc) Harmony (multiple sounds, texture) Rhythm (beat, accent groups, pattern, etc) Style
CREATING	Creativity which involves a re-working, a re-creation of the materials (concepts) of music Therefore, in order to create, a child will show an understanding of these concepts by organizing them first, in simple then, in increasingly complex and appropriate forms	Continue to create and notate melodies incorporating musical concepts as learned (e g tonality, texture, form, harmony, expressive elements, etc) Explore electronic sounds when resources are available Improvise melodies and ostinati and create rhythmic patterns	A Synthesis of all the musical concepts is involved in the process of creating music

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